



REQUEST FOR ASSISTANCE (RFA) FORM INTAKE INTERVIEW LOG

<u>Date:</u> 11/15/17	<u>Interviewer:</u> Mallory Sullivan	RFA #17 – 75
<u>Name of Person(s) Requesting Assistance:</u> [REDACTED]		
<u>Contact Numbers (telephone, e-mail, etc.):</u>		
<u>Status of Person(s) Interviewed (title, position, student status, etc.):</u> Student		
<u>Requested Assistance Pertaining To (name, position, policy, project, etc.):</u> [REDACTED]		

To the best of your knowledge, please fill out the following:

Interviewee Status: Male ☐ Female ☒ Administrator ☐ Faculty ☐ Staff ☐ Student ☒
 Concern Regarding: Male ☒ Female ☐ Administrator ☐ Faculty ☒ Staff ☐ Student ☐

Category: *(Please check at least one)*

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|--|--|---|-------------------------------------|--|
| <input type="checkbox"/> Age | <input type="checkbox"/> Color | <input type="checkbox"/> Creed | <input type="checkbox"/> Disability | <input type="checkbox"/> Veteran Status |
| <input type="checkbox"/> Marital Status | <input type="checkbox"/> National Origin | <input type="checkbox"/> Race | <input type="checkbox"/> Religion | <input type="checkbox"/> Retaliation |
| <input checked="" type="checkbox"/> Sex/Gender | <input type="checkbox"/> Sexual Harassment | <input type="checkbox"/> Sexual Orientation | <input type="checkbox"/> Employment | <input type="checkbox"/> Genetic Information |
| <input type="checkbox"/> Gender Identity or Expression | | | | |

Time Line		
Date	Item	Comments
10/23/2017	Prof. [REDACTED] leaves message with EO	Message that a student has disclosed feeling "come on to" and "preyed on" by a professor.
10/25/2017	Mallory calls [REDACTED]	[REDACTED] shared that [REDACTED] a former student of hers, approached her with concerns about her current professor, [REDACTED], but was having a hard time articulating the concerns. [REDACTED] recalled [REDACTED] using the phrases "preyed on," "singled out," and "come on to." [REDACTED] says that [REDACTED] said his behavior is small or subtle things, but that she is concerned and does not want to be with him alone. [REDACTED] shared that [REDACTED] is comfortable with EO contact.
10/31/2017	Mallory calls [REDACTED]	No answer. Left a message requesting a return call.
11/03/2017	Mallory calls [REDACTED]	Mallory informs [REDACTED] about the EO Office and asks if [REDACTED] would be willing to come talk with her. [REDACTED] says that she can and agrees to meet with Mallory at the EO Office on 11/15/2017. (Note: Mallory is out of the office from 11/6-11/9, 11/10 is a holiday)

11/15/2017	Mallory meets with [REDACTED] at EO	<p>[REDACTED] shares that she is a student in [REDACTED]. She says that after about 3 weeks to a month of being in his course she started to interpret his behavior as crossing social boundaries. She said that his behavior is not overtly sexual harassment, but "he pushes it right up to the line" and has undertones of preference toward male students, sexualized comments, and being dismissive of female students. She says that overall, she experiences his level of professionalism as "very different" from other classes she has taken at Western.</p> <p>[REDACTED] says that [REDACTED] is helpful to male students and appears excited and willing to discuss their comments and ideas, but that when talking with female students it appears that "he can't be bothered." She says that this is not a "one-off" thing," and that the frequency of these types of instances has led her to conclude his difference in treatment is due to gender. She stated, "what else could it be." She noted that "with male students, he seems to want to develop their vision for their work, but with female students he only gives feedback on his vision for their work."</p> <p>She also raised an example where, when discussing a student's [REDACTED] that included the line "undressing my salad," another student made a comment that the line reminded him of the phrase and sexual innuendo, "tossing salad." [REDACTED] recalls that [REDACTED] really pushed to talk about "[REDACTED]" and wouldn't drop it. She says he kept coming back to it after the conversation had moved on and was not adding anything constructive to the course. She experienced this as "demeaning in a broad sense" and unprofessional.</p> <p>She shared that one time in class she felt that he was staring at her, and continued to stare at her while two other students were talking. Three times, she says, she saw him looking at her and when she would notice he would redirect. She said it was not overtly sexual, but she experienced this instance as "a weird establishment of his power dynamic."</p> <p>[REDACTED] says her desired outcome is for someone to talk to [REDACTED] about these concerns without sharing her name. Mallory asked if there was any reason in the course that [REDACTED] would need to be with [REDACTED] alone. She said that there was – their final portfolio conference. Mallory asked [REDACTED] if she felt comfortable with this. She said that she did.</p> <p>[REDACTED] also expressed concern about a lack of a syllabus and expectations about assignments, Mallory informed [REDACTED] that those are important issues, but that the department chair and the course evaluations, not the EO office, is the best place to raise those concerns.</p>
11/27/2017	Mallory call to [REDACTED]	Informed that I would like to talk with him about concerns from a student, agreed to come to EO Office at 12:15 on 11/28/2017.
11/28/17	Mallory meets with [REDACTED] at EO	<p>Mallory informed [REDACTED] he could have a union representative with him. He declined. Mallory informed [REDACTED] about the role of the EO Office and the informal and formal complaint process, explaining our conversation is in the context of an informal resolution. Mallory shared about confidentiality and the possibility about public records request. Provided copies of 1600.02 and 1600.2A, and offered opportunity to ask questions throughout. Mallory reassured [REDACTED] that this conversation is not conclusive that these concerns occurred, but more to bring these issues to his attention and that why they should not happen in the future. Mallory also explained that he student wished to remain anonymous, which might prevent giving full details on specific situations.</p> <p>Mallory shared that a student in his [REDACTED] class has experienced him as</p>

		<p>having a preference toward male students, including in the way he provides feedback to students, in the way he perceives students as [REDACTED] and in the way he has discussed sexual content. Mallory explained that the discussion of sexual content itself is not of concern to the EO Office, nor the student who raised concerns, but the way the content was discussed and the way the student perceived that he perceived women. Mallory discussed that, if this were happening, it is possible this could be an unconscious bias that he is not aware of and becoming aware of it could help address it.</p> <p>[REDACTED] shared that there has been some moments in class that discuss topics of a sexual nature (Mallory and [REDACTED] discussed the "underdressing my salad conversation,") but he does not feel that he has discussed them in a way that puts women in a negative light. He said that sometimes, given the nature of the Socratic method, he says things before he fully thinks about the way they come out and he is trying to be more mindful of that. He said that these concerns will help him be more mindful of that. As for the feedback to male and female students, [REDACTED] explained that in using the Socratic method when a student has a more developed idea he may push back on it and when a student has a less developed idea he may try to tease it out more. He said he would not dismiss the overall concern, because he understands that if it is due to an unconscious bias that in its nature he is not aware of it, but there are a few scenarios in class that come to mind that may be due to this.</p> <p>Overall, [REDACTED] appeared to be receptive to hearing the student's concerns and inquiring to himself about how he could improve.</p>
11/28/2017	Mallory calls [REDACTED]	No answer. Left a message requesting a return call.
11/28/2017	[REDACTED] emails Mallory	Reflections on the conversation and if the student is dissatisfied with Mallory's summary of how the conversation went, an offer for the student to write a letter (if they want) to give him anonymous feedback.
11/28/2017	Mallory emails [REDACTED]	
11/29/2017	Mallory emails [REDACTED]	Requesting return call for update.
12/4/2017	Mallory calls [REDACTED]	No answer. Left a message requesting a return call.
12/5/2017	[REDACTED] emails Mallory	Inquiring about when he will be informed if the issue is concluded and questions about records and any report issued.
12/7/2017	Mallory emails [REDACTED]	Requesting return call for update.
12/7/2017	[REDACTED] emails Mallory	Request for follow-up meeting with union representative.
12/8/217	Mallory emails [REDACTED]	Confirming EO will schedule meeting.
12/8/2017	[REDACTED] calls Mallory	<p>[REDACTED] shared that since Mallory left the voicemail, she could tell that EO had talked with [REDACTED] because he appeared more self-aware in the atmosphere in class has been very good and productive. Mallory shared how the conversation with [REDACTED] went and that overall, it appeared to her that he did take it seriously. [REDACTED] said she felt that he did as well. She said that her 1-on-1 with him went well and that he did mention how he uses the Socratic method and that made her feel that he took the issue seriously as well. Mallory shared that he also offered that if she wanted she could write an anonymous letter to him to help him improve. She said thank you but did not state that she wanted to. She said that she thinks the conversation made an impact and said she was very satisfied with the outcome.</p>
